



Midlands Math & Business Academy

2638 Two Notch Rd., Suite
Columbia, S. C. 29204

Grades	4-8 Elementary School	
Enrollment	138 Students	
Principal	Michelle Spradley	803-799-5101
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

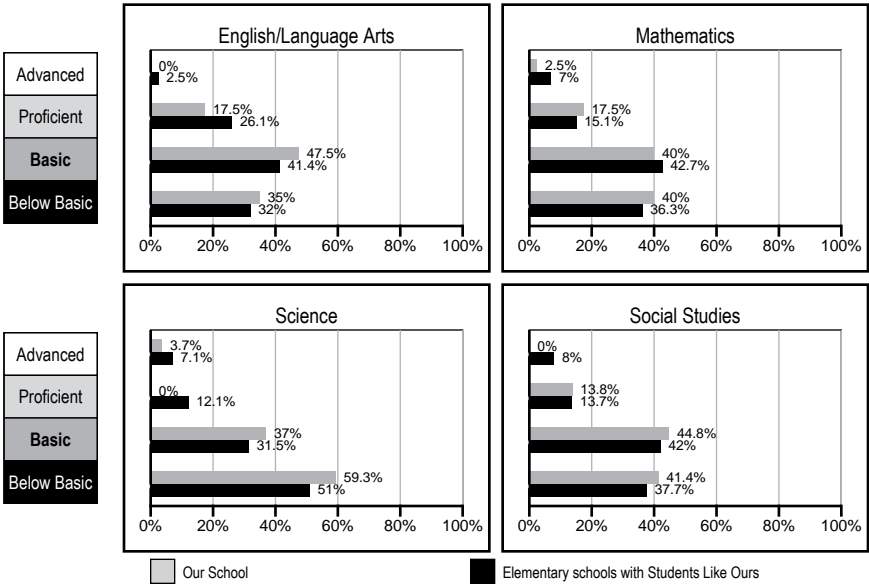
98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	11	64	38

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=138)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.3%	Down from 6.4%	3.1%	2.3%
Attendance rate	97.0%	Up from 95.4%	96.0%	96.3%
Eligible for gifted and talented	0.0%	No Change	3.4%	10.4%
With disabilities other than speech	7.6%	Up from 4.3%	7.8%	7.5%
Older than usual for grade	1.4%	Down from 2.0%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=10)				
Teachers with advanced degrees	66.7%	No Change	54.3%	56.7%
Continuing contract teachers	0.0%	N/A	69.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	73.8%	N/A	83.0%	86.4%
Teacher attendance rate	93.4%	Down from 95.0%	95.0%	94.9%
Average teacher salary	\$32,724	Down 4.7%	\$43,916	\$45,345
Professional development days/teacher	10.0 days	Up from 8.0 days	13.4 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	12.8 to 1	Down from 18.4 to 1	16.6 to 1	18.5 to 1
Prime instructional time	90.0%	Down from 90.2%	89.3%	89.8%
Opportunities in the arts	Fair	Up from Poor	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.3%	Down from 100.0%	100.0%	100.0%
Character development program	At-Risk	Down from Below Average	Excellent	Excellent
Dollars spent per pupil*	\$6,400	N/A	\$8,142	\$7,052
Percent of expenditures for instruction*	50.0%	N/A	68.6%	69.1%
Percent of expenditures for teacher salaries*	41.7%	N/A	61.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Midlands Math and Business Academy (MMBA), a public charter school in Richland School District One, has completed its fourth year of operation. Students made significant gains on PACT in 8th grade ELA and 7th grade science. Although students also experienced gains in other subject areas, we are continuously searching for ways to make significant gains across the board.

The percentage of 4th and 5th grade students scoring Basic or above increased in all subject areas except 4th grade science. This amount remained the same. Scores for our 7th grade students increased in all areas except social studies. After careful analysis of our PACT performance data, it appears that the scores of our male students are not improving as much as our female students. We are looking at interventions that may help all of our students progress at a faster pace.

Our students will continue to make gains on PACT and other assessment instruments. MMBA has used several different strategies in order to ensure that our students are being challenged and are continuously improving their academic performance. Several students receive small group instruction during the school day and they participate in after-school tutoring sessions. We have incorporated the SuccessMaker Remediation/Enrichment Program as a daily part of each student's schedule. Each student spends 20 minutes on Math activities and 20 minutes on reading activities. MMBA has also instituted the Failure Free Reading Program for those students who are performing at least two grade levels below in reading comprehension. Another assessment tool that MMBA uses is EduTest by Plato. This software program serves as a benchmark assessment tool in order for teachers to determine the strengths and weaknesses of individual students as well as the class as a whole. All students participate in the assessment and it is given on a quarterly basis.

Students, parents, and MMBA employees have been extremely busy this year with fundraising events for the school. We have also participated in fundraisers for charitable organizations such as St. Jude Children's Hospital Math-A-Thon and The Leukemia Society's Pennies for Patients Drive. We also distributed baskets of food to community members just before Thanksgiving. MMBA students and teachers have also been busy participating in various competitions throughout the school year. One of our 4th grade investment teams won 2nd place in the state's Stock Market Simulation Game. One of our 8th grade students placed first in the College of Charleston's Business Plan competition and received a \$250 cash prize. Another 8th grade student was selected as YES Carolina's Business Student of the year. She and her Business Teacher, who was one of YES Carolina's Business Teachers of the Year, will participate in a weeklong entrepreneur camp at the College of Charleston this summer. We have had several essay winners and one of our students has had several of her works published. MMBA is currently negotiating with community organizations in order to develop partnerships. We have had another successful year and we look forward to many more.

Michelle Spradley, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	37	22
Percent satisfied with learning environment	83.3%	70.3%	85.7%
Percent satisfied with social and physical environment	83.3%	52.8%	81.8%
Percent satisfied with school-home relations	100.0%	75.7%	90.5%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 12 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.8%	0.0%	No
Student attendance rate	97.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	128	100	43.3	39.2	15.8	1.7	26.7	41.2	48.2	Yes	Yes
Gender											
Male	72	100	52.2	38.8	9	0	16.4	35	41.7	N/A	N/A
Female	56	100	32.1	39.6	24.5	3.8	39.6	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
African American	125	100	44.1	38.1	16.1	1.7	27.1	33.3	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	14	100	92.3	7.7	0	0	7.7	14.1	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	101	100	42.1	41.1	15.8	1.1	26.3	31.2	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	128	100	42.5	40.8	13.3	3.3	24.2	34.9	45.8	Yes	Yes
Gender											
Male	72	100	37.3	49.3	10.4	3	23.9	33.8	45.6	N/A	N/A
Female	56	100	49.1	30.2	17	3.8	24.5	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
African American	125	100	42.4	41.5	12.7	3.4	23.7	25.8	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	14	100	76.9	23.1	0	0	0	12.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	101	100	43.2	41.1	12.6	3.2	23.2	24.6	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
--	----------------------------------	----------	---------------	---------	--------------	------------	--------------------------------------	--	-------------------------------------	---------------------------	-----------------------------

Science

All Students	91	100	52.9	37.6	2.4	7.1	9.4	25.3	35.7	97	96.1
Gender											
Male	54	100	50	44	0	6	6	26	37.4	97	95.8
Female	37	100	57.1	28.6	5.7	8.6	14.3	24.6	33.8	97	96.3
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	89.6	96.3
African American	89	100	53.6	38.1	2.4	6	8.3	16.4	17	97.1	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	N/A	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	92.2	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	12	100	72.7	27.3	0	0	0	8.9	14	97	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	N/A	96.7
Socio-Economic Status											
Subsidized meals	76	100	57.7	35.2	1.4	5.6	7	15.1	21.1	96.8	95.8

Social Studies

All Students	91	100	50.6	36.5	8.2	4.7	12.9	27.2	34	97	96.1
Gender											
Male	53	100	55.1	38.8	6.1	0	6.1	28.1	36.6	97	95.8
Female	38	100	44.4	33.3	11.1	11.1	22.2	26.2	31.3	97	96.3
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	89.6	96.3
African American	89	100	50.6	36.1	8.4	4.8	13.3	18.2	19.1	97.1	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	N/A	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	92.2	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	9.7	14.4	97	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	N/A	96.7
Socio-Economic Status											
Subsidized meals	71	100	50	42.4	6.1	1.5	7.6	16.8	21	96.8	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	30	96.7	60.9	26.1	13	0	13
	7	21	100	45	45	10	0	10
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	18	100	37.5	37.5	25	0	25
	5	24	100	33.3	54.2	12.5	0	12.5
	6	37	100	51.5	21.2	24.2	3	27.3
	7	36	100	47.1	41.2	8.8	2.9	11.8
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	30	96.7	60.9	39.1	0	0	0
	7	21	100	35	65	0	0	0
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	18	100	37.5	43.8	12.5	6.3	18.8
	5	24	100	41.7	37.5	20.8	0	20.8
	6	37	100	48.5	30.3	15.2	6.1	21.2
	7	36	100	44.1	41.2	11.8	2.9	14.7
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	15	93.3	80	10	10	0	10
	7	21	100	45	35	20	0	20
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	18	100	68.8	31.3	0	0	0
	5	11	100	45.5	45.5	0	9.1	9.1
	6	19	100	82.4	0	5.9	11.8	17.6
	7	36	100	38.2	50	2.9	8.8	11.8
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	15	100	61.5	38.5	0	0	0
	7	21	100	70	25	5	0	5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	18	100	43.8	50	6.3	0	6.3
	5	13	100	38.5	38.5	23.1	0	23.1
	6	18	100	43.8	43.8	6.3	6.3	12.5
	7	36	100	67.6	20.6	2.9	8.8	11.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample